

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels

Lesson Title: Freshmen Mentor Program: Meeting My Mentor

Lesson: 1 of 4

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive School Counseling Standard Big Idea:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.09: Apply information and skills necessary to transition into high school.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Materials (include activity sheets and/ or supporting resources)

Materials needed for this activity include:

Trained mentors (Training should take place before activity)

Paper, pen, flip charts, and markers.

Interview Guidelines and *How Well Do You Know Your School?*

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete

	<p>those tasks</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator).

The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring (*Interview Guidelines* and *How well do you know your school?*) will also be used in the assessment process.

Lesson Preparation

Essential Questions:

How will high school differ from middle school?

What is the process of transitioning and why is it important?

What are my feelings about going into high school?

Engagement (Hook):

Mentors will share “If I knew then what I know now”- These could contain concerns, fears, suggestions, survival tips that would have helped them as freshmen.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>After the hook:</p> <ol style="list-style-type: none"> 1. Pair students with a mentor and allow time for students to ask mentor any questions. 2. Students are given <i>How Well Do You Know Your School?</i> Activity sheet. 3. Have student mentors interview freshmen using <i>Interview Guidelines</i>. 4. Discuss how mentors will be supportive. 	<ol style="list-style-type: none"> 1. Students and mentors interact. 2. Students complete activity sheet and discuss with their mentor. 3. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted. 4. Students will ask questions/state concerns during discussion with mentor.

Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.). Once a month or once a quarter depending upon needs of your setting.

Counselor reflection notes (completed after the lesson)

Name _____

Date _____

Interview Guidelines

Please take a few minutes to interview your partner to find out the following information. Be prepared to share one interesting fact about your partner with the group.

Partner's name:	
Nickname:	
Birth date:	
Favorite magazine:	
Favorite book:	
Favorite television:	
Favorite movie:	
Favorite actor/actress:	
Favorite singer/band/group:	
Favorite song:	
Favorite sport:	
Favorite class/subject:	
Favorite hobbies/pastimes:	
Favorite food:	
Favorite saying:	
Personal Goal for this school year:	

How Well Do You Know Your School?

1. What is the name of the school mascot?
2. What are the school colors?
3. What is the principal's name?
4. What is the name of the school newspaper?
5. Where is the school library located?
6. In what office can you find "lost and found" items?
7. What is the counselor's name?
8. Where is the counselor's office?